

# Suffolk County Community College 2024-2025 Operational Plan



Office of Planning and Institutional Effectiveness  
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## **Suffolk County Community College 2024 -- 2025 Operational Plan**

As outlined in the *Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE)*, each year the President's Cabinet submits divisional/campus operational plans. These plans, when taken together, form the college's Annual Operational Plan. In creating the plan, the responsible executives tie action items or initiatives to the college's Institutional Goals and Strategic Objectives, which are central to our Strategic Plan, and to Middle States Standards for evidence of accreditation compliance. Tying the plans to our Institutional Goals and Strategic Objectives allows strategic focus on achieving the college's Mission:

*SUNY Suffolk is a student-centered college community serving Suffolk County and beyond  
by providing open access to exceptional educational opportunities.*

The Plan, once reviewed and approved by the college's President, is reviewed by the Strategic Planning Council. This review serves as an accountability measure in the process, and the Council may make suggestions regarding the planning process (timelines, templates, communication, etc.).

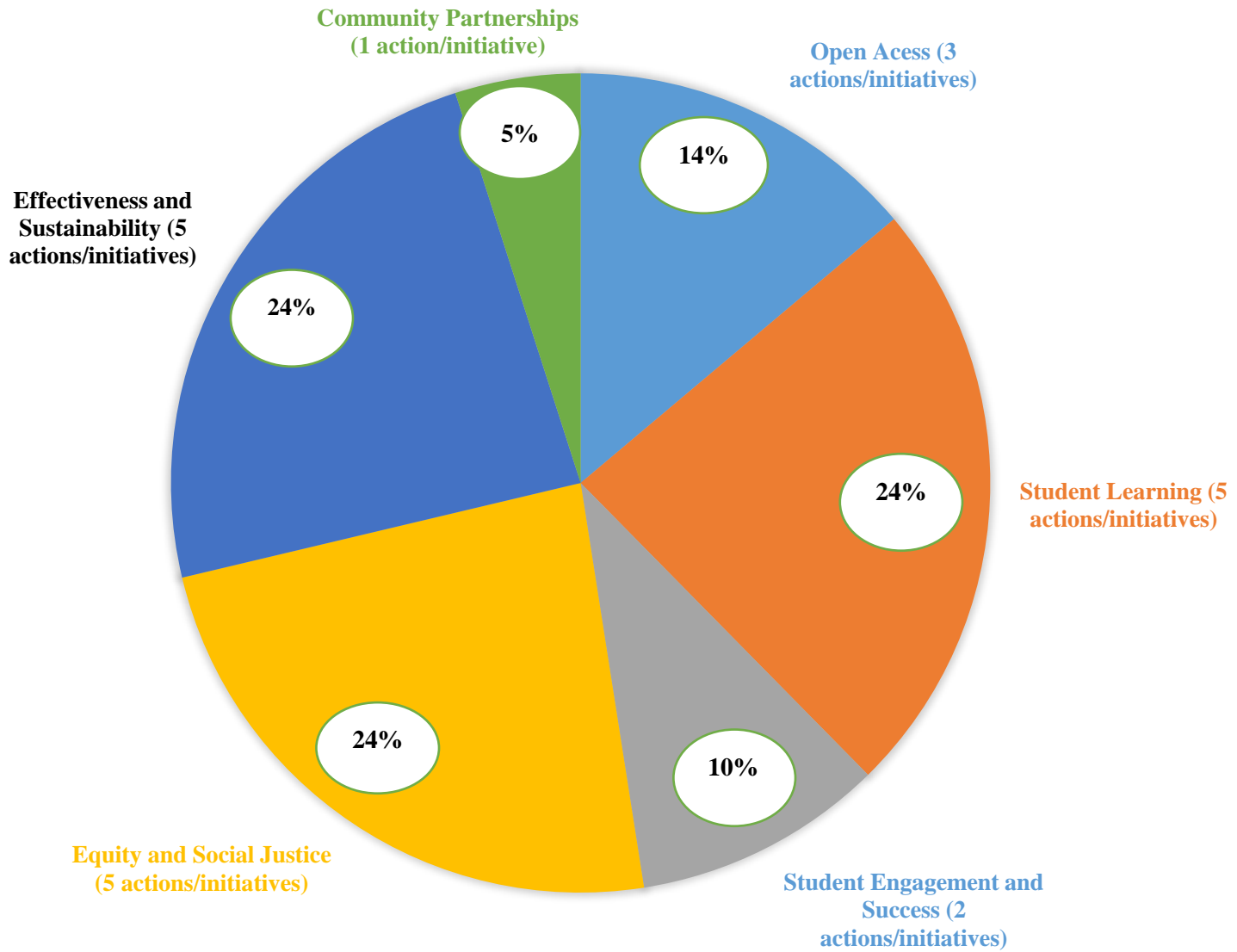
Three times each year a progress report is compiled – after the fall semester, after the spring semester, and the final report in August.

Fifteen (**15**) targeted action items/initiatives were developed to operationalize goals of the Strategic Plan. Institutional Goals and Middle States Standards have been addressed by multiple action items. The charts shown on the following pages indicate the percentage of actions/initiatives addressing each focus area for the Institutional Goals and Middle States Standards.

## **INSTITUTIONAL GOALS WITH STRATEGIC OBJECTIVES**

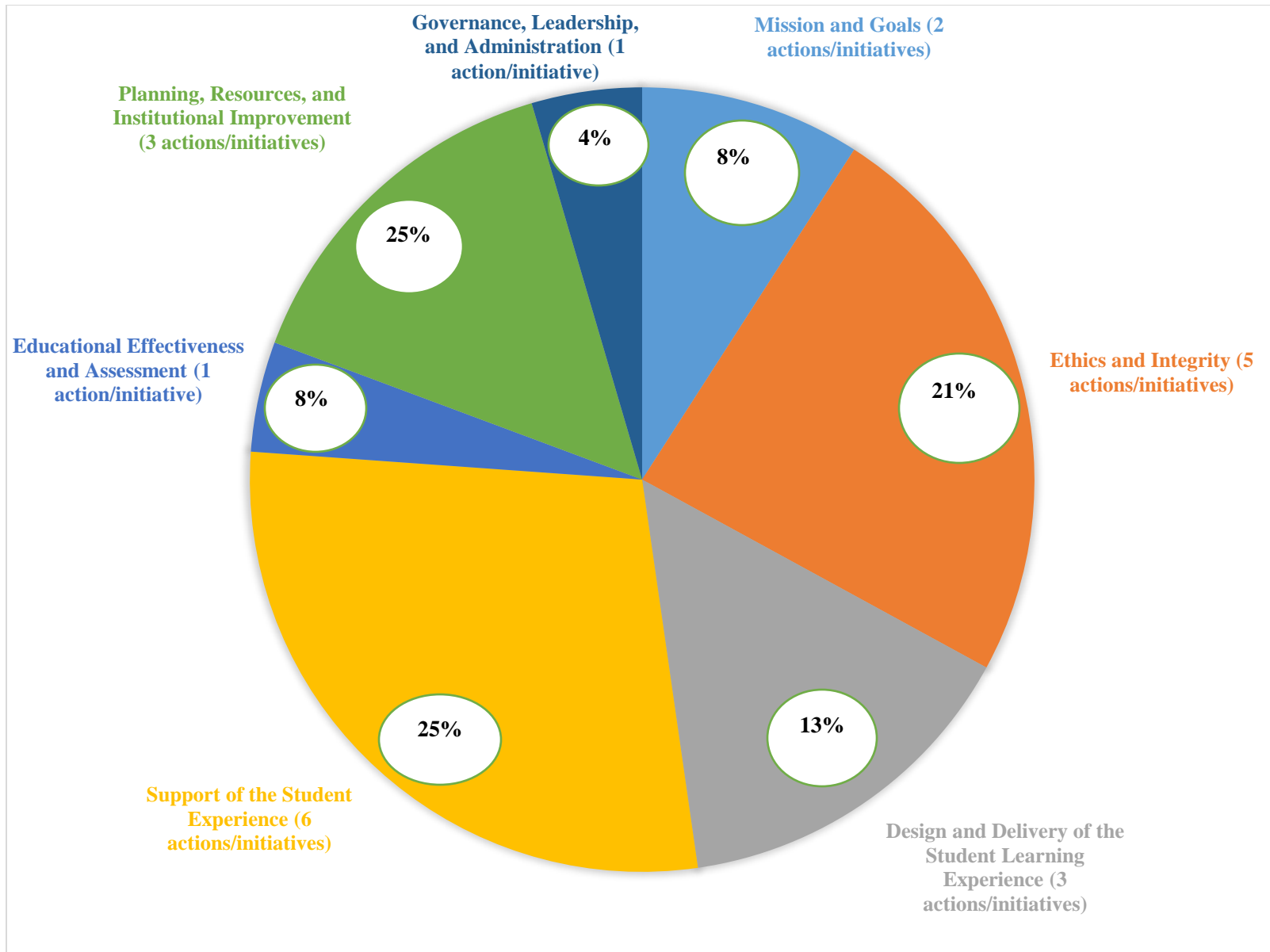
- 1. Open Access:** To ensure the college is ready to meet the needs of all students, regardless of background or previous education.
  - 1.1. Strengthen proactive outreach and recruitment to secondary schools
  - 1.2. Create and implement strategy for recruiting and enrolling adult students
  - 1.3. Partner with employers to recruit in-service workers for further education
  - 1.4. Recognize and address student basic needs in order to optimize access and enrollment
- 2. Student Learning:** To offer the highest quality academic programs that support student attainment of their educational and professional goals.
  - 2.1. Integrate comprehensive student enrollment, equity, learning outcomes, and success data into academic planning and assessment
  - 2.2. Create student pathways that facilitate student retention, progression, and completion
  - 2.3. Instill research-based best practices within all instructional modalities
  - 2.4. Link instruction to scaled academic support services in significant areas of student challenge
  - 2.5. Ensure career programs reflect employer-identified outcomes and incorporate current industry practice (e.g., internships, professional certifications, licensure)
- 3. Student Engagement and Success:** To provide a full range of support services promoting student engagement, development, and success.
  - 3.1. Implement a college-wide onboarding process that optimizes enrollment and retention
  - 3.2. Create and implement consistent expectations and anticipated outcomes for one-stop student services
  - 3.3. Standardize and improve systems that facilitate student retention (e.g., consistency of advising; early alert notifications; digital “companion” for students; student notifications)
  - 3.4. Provide and enhance opportunities that encourage personal and professional growth for students
- 4. Equity and Social Justice:** To create a welcoming culture in which every community member understands that they belong, and to eliminate disparities in student access and achievement.
  - 4.1. Establish baseline measures and equity goals for student access, services, and academic achievement and implement strategies to eliminate disparities
  - 4.2. Ensure best practices in the recruitment, hiring, and retention of college employees to advance diversity, equity, and inclusion, and to better reflect the demographics of the community
  - 4.3. Through systemic and intentional professional and student development, foster a unified college culture of inclusion, belonging, and equity
- 5. Effectiveness and Sustainability:** To add value to all students’ education through innovative and conscientious improvement of institutional operations and services.
  - 5.1. Amplify organizational and professional development opportunities that support student success and continuous institutional improvement
  - 5.2. Integrate student outcomes data as a tool for supporting resource allocation
  - 5.3. Enhance fiscal sustainability through ongoing collegewide cost analysis
- 6. Community Partnerships:** To advance the equitable development of our region’s economy, workforce, and communities.
  - 6.1. Partner with social services organizations to identify and meet the needs of underserved communities and populations
  - 6.2. Advocate with all community stakeholders to increase public visibility of the college, enhance public perception, and recruit investment
  - 6.3. Partner with industry stakeholders to meet regional workforce and economic development needs

# Institutional Goals (IGs)



## **MIDDLE STATES COMMISSION ON HIGHER EDUCATION (MSCHE) STANDARDS**

- I. Mission and Goals** –The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.
- II. Ethics and Integrity** – Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.
- III. Design and Delivery of the Student Learning Experience** – An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.
- IV. Support of the Student Experience** – Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.
- V. Educational Effectiveness Assessment** – Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.
- VI. Planning, Resources, and Institutional Improvement** – The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.
- VII. Governance, Leadership, and Administration** – The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.



Division or Campus		
Office of the President	Responsible Executive(s)	Interim Vice President for Academic Affairs/Executive Dean, Ammerman Campus
	Principal Collaborators	President’s Cabinet; FA and Guild leadership; AVP, Academic Affairs; Director, Center for Teaching and Learning; SGA representatives
	Timeline	Fall 2024-Spring 2025
	Activity/Initiative	Implement a college-wide end-of-course evaluation process to improve the student feedback loop and provide additional mechanisms to collect qualitative data for institutional assessment.
	Institutional Goal(s)	Student Learning (2)
	Strategic Objective(s)	Integrate comprehensive student enrollment, equity, learning outcomes, and success data into academic planning and assessment (2.1)
	Key Performance Indicator(s)	Retention and Persistence Pilot evaluation process by summer 2025; college-wide rollout by fall 2025
	MSCHE Standard(s)	Standard III: Design and Delivery of the Student Learning Experience Standard IV: Educational Effectiveness Assessment
	Responsible Executive	Chief of Staff/AVP, Workforce Development and Interim Vice President, Academic Affairs/Executive Dean, Ammerman Campus
	Principal Collaborators	Specialist II- Programmatic/AMTC/CTC; Specialist II- Entrepreneurial Assistance Program; Assistant Dean; Continuing Education
	Timeline	Fall 2024-Spring 2025
	Activity/Initiative	Align non-credit and credit pathways to enhance educational opportunities for non-traditional students
	Institutional Goal(s)	Open Access (1) and Student Learning (2)
	Strategic Objective(s)	Create and implement a strategy for recruiting and enrolling adult students (1.2) Partner with employers to recruit in-service workers for further education (1.3) Create student pathways that facilitate student retention, progression, and completion (2.2)
	Key Performance Indicator(s)	Enrollment and Retention Identify and develop at least two non-credit to credit pathways
	MSCHE Standard(s)	Standard III: Design and Delivery of the Student Learning Experience
Office of Academic Affairs	Responsible Executive	Interim Vice President for Academic Affairs/Executive Dean, Ammerman Campus
	Principal Collaborators	Interim Executive Dean, Eastern Campus; Interim Executive Dean, Grant Campus; Assistant Dean for Academic Affairs; College Dean for Enrollment Management; AVP Workforce; College Director of Financial Aid; Registrar
	Timeline	Fall 2024-Spring 2025
	Activity/Initiative	Develop, implement and assess micro credential programs within the college’s credit-bearing curriculum to assist students advance their careers. Endorse a governance approval process for non-credit-to-credit micro credentials.
	Institutional Goal(s)	Open Access (1); Student Learning (2); Community Partnerships (6)
	Strategic Objective(s)	Create and implement a strategy for recruiting and enrolling adult students (1.2) Partner with employers to recruit in-service workers for further education (1.3)



		Create student pathways that facilitate student retention, progression, and completion <b>(2.2)</b> Ensure career programs reflect employer identified outcomes and incorporate industry practices <b>(2.5)</b> Partner with industry stakeholders to meet regional workforce and economic development needs <b>(6.3)</b>
	Key Performance Indicator(s)	Enrollment and Retention Endorsement of at least one micro credential by January 2025; implementation by Fall 2025
	MSCHE Standard(s)	Standard III: Design and Delivery of the Student Learning Experience
Office of Student Affairs	Responsible Executive	Vice President for Student Affairs
	Principal Collaborators	Interim Vice President for Academic Affairs/Executive Dean, Ammerman Campus; Interim Executive Dean, Eastern Campus; Interim Executive Dean, Grant Campus; Interim Vice President, Business and Financial Affairs; College Director of Financial Aid; Student Affairs representatives
	Timeline	Fall 2024-Spring 2025
	Activity/Initiative	Develop a process map to better understand the student onboarding experience, focusing on new student advisement communication and student bill payment directions and communications; analyze data to identify improvements to each process.
	Institutional Goal(s)	Student Engagement and Success <b>(3)</b>
	Strategic Objective(s)	Implement a college-wide onboarding process that optimizes student enrollment and retention <b>(3.1)</b>
	Key Performance Indicator(s)	Enrollment and Retention Outline improvements for new student advisement by February 2025, and for bill payment by April 2025 in preparation for the fall 2025 semester. Develop baseline measures to track and assess effectiveness of improvements.
	MSCHE Standard(s)	Standard IV: Support of the Student Experience
Office of Information Technology Services	Responsible Executive	Vice President for Information Technology Services
	Principal Collaborators	Information Technology Services staff
	Timeline	Fall 2024 and Spring 2025
	Activity/Initiative	Maintain a secure digital environment by evaluating ITS policies, procedures, and processes related to institutional systems and software
	Institutional Goal(s)	Effectiveness and Sustainability <b>(5)</b>
	Strategic Objective(s)	Enhance continuous process of college-wide cost and staff analysis <b>(5.1)</b>
	Key Performance Indicator(s)	Number of policies, procedures, and processes evaluated
	MSCHE Standard(s)	Standard VI: Planning, Resources, and Institutional Improvement
Office of Institutional Advancement	Responsible Executive	Vice President, Institutional Advancement/Interim Executive Director, SCCC Foundation
	Principal Collaborators	Assistant Director, Web Services; and Information Technology Services staff
	Timeline	Fall 2024-Spring 2025
	Activity/Initiative	Initiate a phased upgrade of the college's content management system and hosting platform to create a more efficient and secure process for digitally communicating the college's programs and services to internal and external stakeholders.
	Institutional Goal(s)	Student Engagement and Success <b>(3)</b>
	Strategic Objective(s)	Standardize and improve systems that facilitate student retention <b>(3.3)</b>

	Key Performance Indicator(s)	Complete phase I (RFP process) by spring 2025
	MSCHE Standard(s)	Standard II: Ethics and Integrity
SCCC Foundation	Responsible Executive	Vice President, Institutional Advancement/Interim Executive Director, SCCC Foundation
	Principal Collaborators	Director, Development; Director; Alumni Relations; College Gifts Coordinator; Specialist II, Foundation; Chief Business Officer; Foundation
	Timeline	Fall 2024-Spring 2025
	Activity/Initiative	Continue to implement the Education without Limits Campaign, which raises financial resources to expand institutional scholarships, hardship funds, naming partnerships, and contributions for academic program enhancements.
	Institutional Goal(s)	Open Access <b>(1)</b>
	Strategic Objective(s)	Recognize and address student basic needs in order to optimize access and enrollment <b>(1.4)</b>
	Key Performance Indicator(s)	Conduct donor/alumni outreach and solicitation through a calendar of events and activities in order to raise \$5million in three years to support the goals established for the Education Without Limits campaign.
	MSCHE Standard(s)	Standard I: Mission and Goals
Office of Human Resources	Responsible Executive	Vice President, Human Resources
	Principal Collaborators	Vice President for Information Technology, Human Resources Director, Chief Diversity Officer, HR and IT Staff.
	Timeline	Fall 2024-Spring 2025
	Activity/Initiative	Identify and implement an Applicant Tracking System to improve recruitment efficiency, reduce hiring time, and enhance candidate experience. By leveraging technology, the College aims to expand our talent pool, attract diverse candidates, and create an inclusive hiring environment that aligns with organizational values and fosters innovation and growth.
	Institutional Goal(s)	Equity and Social Justice <b>(4)</b> and Effectiveness and Sustainability <b>(5)</b>
	Strategic Objective(s)	Ensure best practices in the recruitment, hiring and retention of college employees to better embrace the ideals of diversity, equity and inclusion, and reflect the demographics of the community <b>(4.2)</b>
	Key Performance Indicator(s)	Implement Applicant Tracking System in Spring 2025
	MSCHE Standard(s)	Standard II: Ethics and Integrity Standard VI: Planning, Resources, and Institutional Improvement
Office of Business and Financial Affairs	Responsible Executive	Interim Vice President, Office of Business and Financial Affairs
	Principal Collaborators	President's Cabinet
	Timeline	Fall 2024 -Spring 2025
	Activity/Initiative	Improve management of personnel costs by aligning college budgeted positions with human resources and increasing oversight of full-time, adjunct, overload and part-time costs by area VPs and Executive Deans
	Institutional Goal(s)	Effectiveness and Sustainability <b>(5)</b>
	Strategic Objective(s)	5.1 Enhance continuous process of college-wide cost and staff analysis

	Key Performance Indicator(s)	Realized budgeted savings related to full-time salaries. Reduce overages in part-time; full-time overload (FTOL); and Temporary salary lines.
	MSCHE Standard(s)	Standard VI: Planning, Resources, and Institutional Improvement
Office of Legal Affairs	Responsible Executive	College General Counsel
	Principal Collaborators	Legal Affairs (Deputy General Counsel, Affirmative Action Officer, Chief Diversity Officer); all area Vice Presidents; Executive Dean, Ammerman Campus; and the Interim Executive Deans, Eastern Campus; and Interim Executive Dean, Grant Campus
	Timeline	Fall 2024 -Spring 2025
	Activity/Initiative	Update College policies and procedures, evaluate methods of providing effective access to stakeholders, and assure prompt and effective responses to compliance reviews and regulatory and policy requirements, with a focus on advancing equity, access, and success across the college community
	Institutional Goal(s)	Equity and Social Justice (4)
	Strategic Objective(s)	Ensure best practices in the recruitment, hiring and retention of college employees to better embrace the ideals of diversity, equity and inclusion, and reflect the demographics of the community (4.2) Through systemic professional and student development, foster a unified culture of inclusion and belonging (4.3)
	Key Performance Indicator(s)	Number of policies and procedures updated
	MSCHE Standard(s)	Standard I: Mission and Goals Standard II: Ethics and Integrity Standard IV: Support of the Student Experience Standard VII: Governance, Leadership, and Administration
		Responsible Executive
Principal Collaborators		Vice President and Office of Planning and Institutional Effectiveness; VP for Advancement; VP for Student Affairs; VP for Human Resources; Equity and Inclusion Council members
Timeline		Fall 2024 -Spring 2025
Activity/Initiative		Administer the SUNY Campus Climate Survey for students and employees to better understand the climate experienced by the college community.
Institutional Goal(s)		Equity and Social Justice (4)
Strategic Objective(s)		Establish baseline measures and equity goals for student access, services, and academic achievement and implement strategies to eliminate disparities (4.1) Through systemic professional and student development, foster a unified culture of inclusion and belonging (4.3)
Key Performance Indicator(s)		Communication, implementation, deployment and analysis of student and employee campus climate surveys with a goal of a 10% response rate for students and a 25% response rate for employees.
MSCHE Standard(s)		Standard II: Ethics and Integrity Standard IV: Support of the Student Experience Standard VI: Planning, Resources, and Institutional Improvement

	Responsible Executive	General Counsel
	Principal Collaborators	Chief Diversity Officer, Legal Affairs Office, Human Resources, Student Affairs, Public Safety
	Timeline	Fall 2024-Spring 2025
	Activity/Initiative	Develop a comprehensive Language Access Plan that will ensure constituents and visitors with limited English proficiency have appropriate access to services and resources at the College.
	Institutional Goal(s)	Equity and Social Justice (4)
	Strategic Objective(s)	Establish baseline measures and equity goals for student access, services, and academic achievement and implement strategies to eliminate disparities (4.1) Ensure best practices in the recruitment, hiring and retention of college employees to better embrace the ideals of diversity, equity and inclusion, and reflect the demographics of the community (4.2) Through systemic professional and student development, foster a unified college culture of inclusion and belonging (4.3)
	Key Performance Indicator(s)	Completed self-assessment, development of language access policy, implementation plan and procedures
	MSCHE Standard(s)	II. Ethics and Integrity IV. Support of the Student Experience VI. Planning, Resources, and Institutional Improvement.
Office of Planning and Institutional Effectiveness	Responsible Executive	Vice President, Planning and Institutional Effectiveness
	Lead Responsibility or Principal Collaborators	Interim Vice President for Academic Affairs/Executive Dean, Ammerman Campus; Interim Executive Dean, Eastern Campus; Interim Executive Dean, Ammerman Campus; Chief Diversity Officer; Campus Associate Deans; Specialist II, OPIE; Assistant to the Vice President, OPIE; Assistant Director, OPIE; Information Technology Services; and Web Services, Institutional Advancement
	Timeline	Fall 2024- Spring 2025
	Activity/Initiative	Launch access to course-level success dashboards and develop processes for departmental and institutional review. Continue to develop and update institutional dashboards related to retention, persistence, and graduation, with a focus on advancing equity, access, and success.
	Institutional Goal(s)	Student Learning (2); Equity and Social Justice (4); Effectiveness and Sustainability (5)
	Strategic Objective(s)	Integrate comprehensive student enrollment, equity, learning outcomes, and success data into academic planning and assessment (2.1) Establish baseline measures and equity goals for student access, services, and academic achievement and implement strategies to eliminate disparities (4.1) Integrate student outcomes data as a tool for supporting resource allocation (5.2)
	Key Performance Indicator(s)	Development of institutional processes and pilot of dashboards in fall 2024; expand access to additional stakeholders in spring 2025
	MSCHE Standard(s)	Standard V: Educational Effectiveness Assessment

Tri-Campus Collaboration	Responsible Executives	Interim Vice President for Academic Affairs/Executive Dean, Ammerman Campus; Interim Executive Dean of the Eastern; Interim Executive Dean; Grant Campus;
	Principal Collaborators	Academic Chairpersons, Assistant Chairpersons, and faculty of impacted programs
	Timeline	Fall 2024-Spring 2025
	Activity/Initiative	Launch next phase of Academic Program Sustainability Evaluations based on established review criteria, and continue to monitor progress on goals from 2023-24 evaluations. Work with Academic Chairs to develop plans for academic program changes based on results of Academic Program Sustainability Evaluations.
	Institutional Goal(s)	Effectiveness and Sustainability (5)
	Strategic Objective(s)	Enhance fiscal sustainability through ongoing collegewide cost analysis (5.3)
	Key Performance Indicator(s)	Development of academic program plans incorporating identified changes
	MSCHE Standard(s)	Standard VI: Planning, Resources, and Institutional Improvement
	Responsible Executive	Interim Vice President for Academic Affairs/Executive Dean, Ammerman Campus; Interim Executive Dean of the Eastern; Interim Executive Dean; Grant Campus; Information Technology Services
	Principal Collaborators	Coordinators of academic tutoring centers
Timeline	Fall 2024-Spring 2025	
Activity/Initiative	Integrate WOnline into all college-wide academic learning support centers to standardize how student tutoring data is collected, analyzed and reported.	
Institutional Goal(s)	Student Learning (2)	
Strategic Objective(s)	Link instruction to scaled academic support services in significant areas of student challenge (2.2) Integrate comprehensive student enrollment, equity, learning outcomes, and success data into academic planning and assessment (2.3) Create student pathways that facilitate student retention, progression, and completion (2.4)	
Key Performance Indicator(s)	Implementation of WOnline into all student learning centers college-wide and SUNY reporting consistency met by Spring 2025	
MSCHE Standard(s)	Standard IV. Support of the Student Experience	